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The nature of the subject-matter is suggested by the titles of the seven units: "How Plants and Animals Live," "The Relation of Life to Food," "The Responses of Plants and Animals," "Problems of Growth and Reproduction," "Plant and Animal Breeding," "The Doctrine of Evolution," and "A Few Problems in Civic and Economic Biology." These units are divided into six, twelve, seven, seventeen, eleven, three, and fifteen subtopics or problems respectively. For example, one finds in the third unit such subdivisions as the following: "Simple Responses of Plants and Animals," "The Chemical and Tactile Senses," "Sound and Hearing," "Light and Vision," etc. Or, as another illustration, the three divisions of the sixth unit are: "Plants and Animals of the Past," "The Proofs of Evolution," and "The Method of Evolution." Each division of the unit is also stated as a problem.

The scope of the subject-matter and the viewpoint which a pupil would receive through a study of the course are excellent, but one is confronted with the rather high order of difficulty of the subject and with the somewhat frequent formal presentations of the facts and principles of biological science. The technical terminology found throughout the text, the lack of more frequent informal development of the facts and principles, and the absence of review questions, thought questions, and references at the end of a unit cannot be overlooked. The suggestions of field trips, independent projects, subjects for debate, report topics, laboratory experiments and demonstrations or group projects which are found at the end of each subdivision of a unit are few in number and very brief but of good quality. The mechanical features of the book and the illustrations are excellent.

CHARLES J. PIEPER

Inductive French grammar.—Many language teachers and educational leaders feel that the best way to master a modern language is to attack it directly, learning first to pronounce it accurately and then to read and use it without translation and without undue emphasis on grammatical rules. But a good grammar with clear presentation of syntactic and idiomatic peculiarities and plenty of drill exercises and comprehensive verb tables is always useful. Of such a type is a recent text¹ which modestly claims to be not "a better French grammar but a different sort of grammar." It claims as a distinctive feature the "consistent and persistent use of the inductive method of presentation." This seems to be somewhat of a misnomer, for the presentation of two or three examples followed by a rule, instead of the usual order of a rule followed by two or three examples, can hardly be called an inductive process, especially as the questions which follow the examples are immediately and categorically answered by the author. Every live teacher is constantly presenting examples before stating rules, because rules are only a means to an end, that end being correct usage. But the method of asking rhetorical questions which no pupil

¹ WILLIAM W. LAMB, *Inductive French Grammar*. New York: Macmillan Co., 1921. Pp. vii+327.

will stop to answer for himself before reading the authors' answers, while thoroughly appropriate for informal classroom use, seems rather inappropriate for a textbook.

On the other hand, it must be said in all justice to the author that most of his grammatical explanations are simple and clear and some are very clever, as, for instance, his definition and development of the partitive and his careful working out of the formation of the future and conditional tenses. For pupils untrained grammatically, as the majority are nowadays, these presentations which take nothing for granted are most refreshing. Pupils who have already studied Latin will particularly appreciate the syntactical studies of nouns and verbs, and all should find the frequent tables and diagrams very helpful.

The exercises in this book are very thorough and complete, with frequent reviews. They include detached French sentences for translation, connected French discourse, French questions on this discourse, drills of all kinds in conjugating paradigms, in text completion, in syntax, etc., and translation from English into French. There is such a variety that the teacher has a wide choice for adaptation to his particular needs. "The early and constant stress upon idioms" is to be commended, as also the use of numerous labor-saving devices, such as the printing of all feminine nouns in italics.

Many French teachers will be very grateful to the author for including an introductory presentation of phonetics essential to the teaching of pronunciation and phonetic transcription of all of the words in the vocabulary. Although there are several minor points wherein this section might be criticized, it is for the most part carefully constructed. One could only wish that there were more use made of phonetics, especially in explaining the idiomatic peculiarities of the language. But this so-called "briefer" text (abridgment of the large edition) is already so full and many of the sections are so long that one wonders just how much time the author spends in teaching the thirty lessons. Still it can undoubtedly be used so flexibly that it should make a fine drill book and reference text.

KATHARINE SLAUGHT